

CHAPTER I

INTRODUCTION

This chapter presents and discusses background of the study, identification of the problem, limitation of the study, statement of the problem, objectives of the study, and benefits of the study.

A. Background of the Study

Language is an important tool to all people in the world because it helps them to communicate other. This shows how important the function of the language as communication in daily life. Language can bring people into relationship with their environment. According to Boey (1975: 3) “language is, therefore, socially learned behavior that is a skill that is acquired as we grow up in society”. Everyday, as human beings living in an environment desperately need interaction with each other. People usually use language to ask for and to express their feeling of indignation, annoyance, happiness, sadness, admiration, respect, and etc (Holmes, 1992: 2).

Remembering that the importance of language serves as a means of communication and everyone in the world learns language. There are many languages in the world but there is one language that is important to learn, namely English, because English as a language in international communication is clearly needed by many people.

In Indonesian education, English is one of the subject matters in school. English is one of the foreign languages for Indonesian students since Kindergarten level until University level. They do not only learn how to speak English, but the students also learn other English skills. There are four skills that students must master, namely listening, speaking, reading, and writing. For many Indonesian students, English is considered as a difficult subject because English is completely different from Indonesian language. English is not their mother tongue.

Teaching-learning English in senior high school or vocational school contains high level of language skills. With regards to materials, Allwright in

(Fauziati, 2010: 207) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/ learning, and that they should give teachers rationales for what they do.

Motivation is important for students. Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it (Gardner, 1985). We know that, every student has a different personality and so is the students spirit to learn. When the students must learn difficult subject in the school, there are many students that feel angry, confused, irritated and any others bad feelings. Automatically, they are not interested in learning English. So, the students need encouragement. Motivation plays as considered significant role for students to learn English. So, motivation is very important for the students. Zoltan (2002) states that the learner's enthusiasm, commitments and persistence are the key determinants of success or failure.

As we know that teachers also need something to help them to teach the students, namely method. With the method, the teacher can be easy to teach the English lesson for the students. Method in learning process makes a teacher more ready and know what to do in the learning process. According to Anthony (1963: 95) method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural". Method also helps the teacher to enjoy in teaching English matter and the students automatically will feel enjoy and easier to understand what the teacher explained. It is very important in learning process to make the classroom situation more interesting. Because method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. Thus, method is theoretically related to an approach and is organizationally determined by a design (Fauziati, 2014: 12).

Meanwhile, to support the teacher in learning process there is one teaching element used by teacher to help the students easy to understand the English matter, namely learning styles. The teacher can give information to the students about appropriate learning styles based on each English matter. The students must

develop the learning style to make their learning easier, faster, enjoyable and effective. A learning style is an individual's preferred way of learning (Fauziati, 2010: 147).

When the students success to master subject matters from the teacher, the teacher will give the students achievement. Achievement is a proof for students whether the students are success or not in the mastery and implemented the subject matters. So, achievement also is the measured competence from the students. Achievement also is a measurement of the quality or quantity from students' success in the mastery of knowledge, skills, or understandings. As we know that, in English learning there are four skills the students should master, such as listening, speaking, reading and writing. It is very important from the students because one of the students' purpose in learning is to get the best achievement. Automatically, the teacher feel proud to the students. According to Hornby (2005) achievement is a thing done successfully, especially with an effort and skill. And then, achievement is what a pupil has learned (Norman, 1991: 331). In other word, achievement is the students result from the students learning.

On the other hand, achievement can be known by students and parents in their report book at the end of semester. In report book, students achievement reflected in their score each semester. Students can conclude what he/ she successfully in their semester with their score in the report book. Report book can also motivate students to get better achievement, especially in grammar.

There are some factors to get good achievement by students. Some factors are student's motivation, teaching method, and student's learning style. In every semester, students will get achievement in subject matters. As we know that materials can be easy and difficult based on the students level, especially in grammar. When students master the grammar, automatically the students can write something in English. To master the grammar, the students must have good motivation to learn. Therefore, the teachers need the teaching method to explain each subject matters for students. If the teachers are not used teaching method, automatically the students will feel difficult to understand the subject matters, because each students have different ability. Students also have different way in

learning language. So, student's learning style uncertain same between one student and other students. To develop skill in English grammar, students have to understand their learning style in grammar matters.

From the statements background above the researcher is interested in conducting this research on "The Contribution of Student's Motivation, Teaching Method and Student's Learning Style toward Student's English Grammar Achievement in SMK Muhammadiyah 1 Sukoharjo."

B. Identification of the Problems

Based on the background of the study, there are several problems identified as the factors influenced student's English grammar achievements. The problems identified are:

1. Student's motivation is one of the way to reach goals of the achievements.
2. Teaching method as the tools to show that learning enhanced when students become actively involved in the learning process.
3. The strategies that engaged students in the learning process stimulate critical thinking.
4. Student's learning style as the student's consideration of deciding the way to get their achievements.
5. English matters is one of the difficult subject must students master.
6. Classroom activities as one of the factors to influence students' achievements.

C. Limitation of the Study

The limitation of this study is this study only conducts in the first semester students at tenth grade of SMK Muhammadiyah 1 Sukoharjo academic year 2017/2018. This study also only focuses on student's motivation, teaching method, student's learning styles as the factors influenced student's English grammar achievement. The specific limitations are:

1. The student's motivation in this study refers to the first semester students in English learning process to reach student's English grammar achievement in the class.

2. The teacher's method in this study refers to the first semester English teacher method in English learning process to reach the student's English grammar achievement in the class.
3. The student's learning style in this study refers to the first semester student's learning style preference in English learning process to reach the student's English grammar achievement in the class.

D. Statement of the Problems

Based on the limits of the study, the researcher determine are several problems in this study. The problems are stated as follows:

1. Do student's motivation, teaching method, and student's learning style contribute student's English grammar achievement in the first semester students at tenth grade of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018?
2. Does student's motivation contribute student's English grammar achievement in the first semester students at tenth grade of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018?
3. Does teaching method contribute student's English grammar achievement in the first semester students at tenth grade of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018?
4. Does student's learning style contribute student's English grammar achievement in the first semester students at tenth grade of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018?

E. Objectives of the Study

Based on the problem statements above, this study is aimed as knowing:

1. The contribution of student's motivation, teaching method, and student's learning style towards student's English grammar achievement used by tenth grade in the first semester of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018.

2. The contribution of student's motivation toward student's English grammar achievement used by tenth grade in the first semester of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018.
3. The contribution of teaching method toward student's English grammar achievement used by tenth grade in the first semester of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018.
4. The contribution of student's learning style toward student's English grammar achievement used by tenth grade in the first semester of SMK Muhammadiyah 1 Sukoharjo academic year 2017/ 2018.

F. Benefits of the Study

This study has two benefits:

1. Theoretical

This study can hopefully give the contribution to educational science about the contribution of student's motivation, teaching method and student's learning style toward student's English grammar achievement.

2. Practical

a. To the English teacher

The result of the study can give English teacher knowledge about the contribution of the student's motivation, teaching method and student's learning style given toward the student's English grammar achievements.

b. To the principal

The result here can be useful to give brief knowledge about the relation and development of student's side of learning.

c. To the future researcher

The researcher hopes that this study will be able to increase knowledge and can be a reference.